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A MANUAL

TO ACCOMPANY

JEFFERS' PANORAMIC APPARATUS

FOR TEACHING READING,

BY

OBJECT LESSON EXERCISES,

CONTAINING

A DESCRIPTION OF THE APPARATUS; ITS ADVANTAGES; AND HOW TO USE IT; WITH FULL DIRECTIONS FOR TEACHERS.

BY N. A. CALKINS,

Superintendent Primary Schools, New York City; Author of "Primary Object Lessons;" "Phonic Charts;" etc.

PUBLISHED BY

JEFFERS, BEECHER & JEFFERS,

14 BOND STREET, NEW YORK.

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JEFFERS' PANORAMIC APPARATUS.

ITS APPEARANCE.

When not in use this apparatus appears as a neat box, about thirty inches long, fourteen inches high, and nearly seven inches wide, made of black walnut. On one end are two small circular discs, each containing a small handle projecting about one inch. These constitute two cranks by which the panoramic lessons within are moved into view when desired. On the top of the box is a single trunk-like handle by which the apparatus can be carried with one hand to any place in the school. It is light, weighing about twelve pounds, and easily moved; and when used may be placed on a table, or desk, or chair, or suspended against the wall on a nail.

In the front of this box, extending its entire length, are two flexible slides which close an opening twenty-two inches long and four inches wide. These slides can be moved forward or backward very easily, and thus made to present a small or a large space of any part of the opening at pleasure.

When moved back the slides pass within the box, out of sight and out of the way.

WHAT IT CONTAINS.

This apparatus contains a chart of pictures, words, and sentences, arranged in a series of object-lesson reading exercises; also the large and small letters of the alphabet in their order. The chart is sixteen feet long, containing about thirty square feet of lessons. Among these are more than *fifty colored pictures* representing various objects, each accompanied with its name in large letters. Beside the single words, and their illustrations, there are numerous sentences, so arranged that children may easily learn both the words and sentences.

This chart is fastened at each end to rollers, and, by turning one of the cranks, any part of it may be made to pass before the opening in front of the box, thus showing the picture, word, or sentence that may be desired.

In arranging the lessons for this chart special reference was had to make them simple and practical, and adapt them to the wants of children and schools in all parts of the country. The lessons embody the principles of the most approved methods of teaching by the "Object Method," the "Word

Method," the "Phonic Method," and even by the A. B. C. plan, if any one desires to use it.

ITS ADVANTAGES.

Probably no want is more universally experienced by teachers of young children than that of some simple apparatus whereby their instruction may be readily presented in an attractive manner, and the whole lesson, or any single part of it, brought instantly into sight, or as quickly concealed from view.

To arrest the volatile minds of children, and lead them to fix attention upon that only which it is necessary to have them notice during the early processes of instruction, there must be some plan of controlling and limiting their observation to a single object, and also of easily leading them to notice two or three things, for the purpose of comparison or association. This is of the greatest importance as an aid toward making instruction interesting, simple, practical, and rapid.

For the purpose of meeting the conditions of this widely felt want in relation to elementary reading lessons, the results of many years of practical experience have been combined with rare mechanical skill in *Jeffers' Panoramic Apparatus.*

This is an entirely new apparatus, by which the teacher is enabled to carry out this important idea

of directing the attention of the child to a single object at a time, and of excluding from view all other lessons and parts of lessons. While the child is learning the word *cow*, or *horse*, or *ship*, it can see no picture or word, except the one presented by the teacher.

The pictures are sufficiently large to be seen distinctly by fifty pupils at the same time. The words are printed with type so large that they can be easily read across a room twenty-five feet in width.

By means of this ingenious apparatus both reading and spelling may be taught most successfully and rapidly. A picture, a word, a single letter, or even an entire sentence may be shown at a time. The apparatus is so simple that it can be quickly adjusted by the teacher, or even by a child. When properly used, it leads children to form habits of natural and intelligent reading, for they are taught to think and talk about what they read.

The practical adaptation of this apparatus to use in the school-room has been thoroughly tested. It now needs but to be seen to be approved; and only to be used to lead any teacher who wants the *best apparatus for teaching reading* to exclaim—"Eureka."

When it is remembered that fifty or sixty pupils can be taught with it at a time, and that with good

usage it will last to teach thirty or forty classes, it is found to be a most economical piece of school apparatus. Besides, it preserves the reading lessons from soiling, and the colored pictures from fading, as all dust and light are excluded when it is not in use. A single set of reading lessons, in this apparatus, will last longer than ten sets of charts when not thus protected from light and dust, and injury by handling.

This apparatus presents many superior advantages not to be found in any other charts, or device for teaching reading.

HOW TO USE IT.

DIRECTIONS FOR THE TEACHER.

PLACE the apparatus on a table, or suspend it securely against the wall, so that it can be conveniently used by the teacher, and the lessons distinctly seen by the pupils.

When adjusting the lessons before the opening, *always turn the upper crank from the opening upward, as indicated by the direction of the arrow near it; and always turn the lower crank from the opening downward, as the direction of the arrow near it indicates.*

Any picture may be presented for the first lesson, but the one selected should be adjusted at the open-

ing before the exercise is commenced with the pupils. It is desirable, however, to take the first step with the pictures and words at the beginning of the chart, accordingly the descriptions of lessons, given to show how this apparatus may be successfully used, will commence with the first picture and word—**cat.**

N. B.—Care should be had not to show the pictures to the pupils before they are presented in the lessons. Attention to this will greatly aid in maintaining their interest.

FIRST LESSON IN READING WORDS.

Having opened the slides so as to show the *picture* of the *cat*, let the children tell what it is; whether they have a cat at home; what a cat can do; how many feet it has; how many eyes; how many ears, etc. Lead them to call this the *picture* of a cat, and to say whether the picture cat, or the live cat can do all that they mention. When the interest of the children has been thus sufficiently awakened, the teacher may say—

"I will now show you the *word* **cat**—" at the same time moving the slide. Pointing at the *word* **cat** the teacher may say—"This is the *word* **cat.**" Then pointing at the picture she may ask:

"What is this?"

"The *picture* of a cat," should be the reply of the children.

The teacher may now point alternately at the picture and the word, asking:

"What is this?" and the children may answer, "picture of a cat," or "word cat," as the case may be.

It is important that the pupils should learn to distinguish this word at sight, instantly; and to aid them in doing this it would be well, at this stage of the lesson, to print the word on the black board, two or three times, requiring the children to pronounce it at sight.

Next, close the opening and push along the slides, and open them again in front of the *picture of a rat.* The teacher may now talk with the children about the *rat,* leading them to notice the shape of its nose; its tail; its feet; and to tell what rats do, etc. Lead the children to call this the *picture* of a rat. When this Object-Lesson exercise has been continued long enough to prepare them for the word, move the slide and show the *word* **rat**, telling them what it is, and proceed as with the *word* **cat.**

After sufficient exercise has been had with the *picture* and *word* **rat**, move back the slide so as to show the *picture* and *word* **cat**, also—and re-

quire the pupils to name each picture and word as pointed out.

Also allow the children, one at a time, to go and point at each picture and word, already learned, as it is named by the teacher.

Now the teacher may print the word **rat** on the black board, two or three times, and require the pupils to pronounce it at sight; also to pronounce the words **cat** and **rat,** alternately, as pointed at. Then the teacher may rub them out, one at a time, and request the children to name each word as she rubs it from the black board.

SECOND LESSON IN READING WORDS.

On commencing the *second* lesson, first show the pictures and words that were learned in the first lesson, and require the pupils to name each as pointed at. Then close the slides and open them at the *picture of a hat.*

On showing the picture of a *hat,* proceed to talk about it in a manner similar to the course pursued with the *picture of a cat.* Lead the pupils to tell what hats are for; who wear them; what kinds of hats they have seen, etc. Next open the slide so as to show the *word* **hat,** telling the pupils what the word represents.

When the children have become familiar with

the *word* **hat,** the slides may be opened so as to show the three words and pictures, and the pupils required to name each as it is pointed at; also to point at each as it is named by the teacher.

Next, let the words **hat, rat** and **cat** be printed on the black board, each two or three times, and the pupils required to name them as the teacher points; and the pupils to point at each as it is named by the teacher.

Next, let the teacher point at each word in order, pronounce it slowly and distinctly, as **c a t, r a t, h a t,** and then require the pupils to imitate this pronunciation. Now the teacher may sound the elements of each word as if spelled **k a t, r a t, h a t;** then require the pupils to imitate these sounds.

ANALOGY OF SOUNDS.

By the above exercise the children are led to take a most important step in learning to read,—that of *observing the analogy of sounds in words of similar form,* thus learning *phonic analysis,* which, as the pupils become familiar with the sounds of letters in their *usual combinations in words,* will enable them to learn new words by comparing them with the sounds in words already known.

This is the real process which all children follow

who learn new words easily, although they may never have been taught this method. No person can ever learn a new word from *naming the letters* that form it, unless the sounds which those letters usually have, in similar combinations, are compared with their arrangement in the new word. The ability to read with readiness comes through the power of rapidly associating the form, sound, and meaning of words together. Any method for teaching reading that fails to give suitable attention to the elementary sounds of words, neglects the element that is most important and useful to the learner.

It will be seen that the words have been arranged on this chart with reference to facility for teaching their elementary sounds. Words containing the vowel sounds most commonly heard and used by children—the short sounds—are first introduced in groups. The six words in the first two lines on the chart contain the short sound of **a**; those in third line, the short sound of **e**; the fourth line, the short sound of **i**; the fifth line, the short sound of **o**; the sixth and seventh lines the short sound of **u**; the eighth and ninth lines the long sound of **a**; the tenth line, the long sound of **e**; the eleventh line the long sound of **i**; the twelfth line the long sound of **o**; those in the thirteenth line the broad sound of **a**; etc.

THIRD LESSON IN READING WORDS.

On commencing the Third Lesson the teacher might say—

"You may first tell me what words you have learned on this chart." After the words already learned have been named, proceed to teach a new word, in the same manner as the first three words were taught. For this purpose the word **a x** may be selected.

Let the children tell what axes are used for; who use them; whether all axes look like the one in the picture, etc. When the word is shown, let it be distinctly pronounced by teacher and pupils two or three times; then printed the black board two or three times; pointed at by the pupils, and its two sounds given, **a ks** *ax.*

Next, move the slides and show the *picture of a fan.* Lead the children to tell all they can about it; what fans are for; who use them; what colors this fan has; whether all fans are red, white, and blue, etc.

Afterward show the word **fan**, and proceed as with the word in the second lesson. Let the children pronounce it, and point it out on the chart; print it on the black board two or three times, and let them pronounce it at sight; and finally, sound

it, **f a n**, *fan*, and let the children imitate the sounds.

The pupils may next be shown the *picture of a flag*, and led to talk about it. They may then be shown the word **flag**, taught to pronounce it at sight, both from the chart and from the blackboard; also to point at it; and finally to sound it, **f l a g**, *flag*.

The *Third Lesson* may properly end here. Possibly three words may prove to be too long a lesson, at this stage of the pupil's progress, for children in an ungraded school in the country. If this should be the case, two words only may be taken for the Third Lesson. But for graded schools, with a large class of children just beginning to learn reading, it will be found that three words are not too many for one lesson, for this and subsequent lessons.

TEACHING THE ALPHABET.

It will be observed that nothing has been said, thus far, about learning the *names of the letters*. It would do no harm to omit their names until the children had learned twenty or thirty words, in the manner described in the first three lessons; but it will generally be well to commence teaching the *names of the letters* when the six words already

taught them have been learned at sight, and by their elementary sounds. Accordingly, the *Fourth Lesson* will be devoted to *teaching the names of the letters used in the words already learned by sight.*

FOURTH LESSON IN READING.

Teaching Letters.

After adjusting the Chart and opening the slides so as to show the words, **cat, rat, hat,** the teacher may point to the letter **a,** and request the pupils to tell how many letters they can see like that. Next, let one pupil at a time come and point to each of the **a**'s in the three words before them.

The teacher may now say, (at the same time pointing at the letter), "This is the letter **a**;" and then request the pupils to say "**a,**" as each letter is pointed at. The pupils may now be called out to point at the letter **a**, and tell its name at the same time.

Next the Chart may be moved so as to show the words, **ax, fan, flag,** and the pupils requested to point out the letter **a** in each of these words. When the children can readily point out and tell the name of this letter in the six words learned, the Chart may be moved back so as to show the first three words again.

Now ask the pupils to find other letters that are alike. When they have pointed out the letter **t**, in each of the three words, tell them its name, and request them to repeat it as each letter is pointed at by the teacher, or by a pupil.

Next, the pupils may name the two letters, **a** and **t**, as they are pointed at in each word, thus: **a t, a t, a t,** Now these letters may be printed on the black board in the same order, and their names spoken by the children. Then these letters may be sounded, and the word pronounced thus: **a t, a t, a t, a t,** etc.

The pupils may next be shown the letter **c** in the word **cat**, and told its name. The **c** may be printed three times on the black board, before the words **at**, and the pupils requested to name each letter in each word in order, thus: **c a t, cat.** The teacher may now rub out the **t** in one of the words, asking the children to tell what letter was rubbed out; then rub out the **c** in another word, asking the same question; then the **a** in another word, and request the children to tell what letter was rubbed out.

Now the teacher may request the pupils to tell what letter must be made in each word to form the word **cat.** As the answer is given the letter may be printed in its proper place.

Next proceed to teach the letter **r** in the word **rat** in the same manner. Then the letter **h** in the word **hat.**

Let the letters of these words be reviewed by asking the children, "What is the first letter in the word **cat ?**" "What is the second letter ?" "What the third letter ?" "Who can tell me what letters make the word **cat ?**" Proceed in the same way with the letters of the word **rat,** and the word **hat.** Sometimes ask the name of the last letter of the word, then the first one, etc.

The four lessons now described may be taken as a good representation of the manner of giving the first lessons in teaching beginners to read by the "Object Method." But no description can convey an idea of this method so vividly as real lessons in the class-room ; yet I trust teachers will be able to carry out this excellent system, by means of this description and the suggestions that will arise from their own experience.

This system has been thoroughly tested by a thousand teachers with many thousand children. It never fails to prove efficient when properly carried out by the teacher.

However, some teachers may have adopted the "Word Method" of teaching, and neglected to lead the children to observe the *analogy of sounds* in

similar combinations of letters, also the *names of letters.* Those who are satisfied with that plan, and prefer not to adopt any other, can proceed to teach the *words* in connection with the pictures, and by their use in sentences, omitting their elementary sounds, and the names of the letters.

In describing the subsequent lessons, only the leading points in the lesson will be mentioned, as it is believed that by the aid of these brief suggestions, and the four lessons already described in detail, any good teacher can go forward with new lessons with confidence and success.

FIFTH LESSON IN READING WORDS.

For the Fifth Lesson the words, **hen, nest** and **egg** may be taught; first by sight, then by sound, and finally by letters, proceeding as described in the four previous lessons.

Prepare the pupils for each word by talking about the picture which represents the word. Lead them to notice and tell all they can, readily, about the picture, then present the word. With the picture of a *hen*, lead them to observe how hens move; whether they can fly as well as small birds; what hens eat.

With the picture of a *nest* let the children tell what kind of a nest is represented; whether the

eggs are as large as those of a hen; how many eggs are in the nest, etc.

With the picture of the egg, let the children tell what kind of an egg it represents; what hen's eggs are good for, etc.

N. B. Teachers should not neglect to print words on the black board, during this and each succeeding lesson.

SIXTH LESSON IN READING WORDS.

This lesson may very profitably be devoted to a review of all the words of the previous lessons; *first*, by sight from the Chart, then from the black board; next by sounds, and finally by letter, or spelling orally.

In reviewing the words by sound, print in seperate columns, upon the black board, all the words that contain the same vowel sound, as **cat, rat, hat, ax, fan, flag** and **hen, nest, egg.**

Then let the children pronounce the words of each column, then give the elementary sounds of each.

The teacher may call upon individual pupils to go to the black board and rub off the words, one at a time, and the class to spell the word by letter, after it has been rubbed off.

SEVENTH LESSON IN READING WORDS.

For this lesson teach the words **fish, ship,** and **pink;** by sight, by sound, and by letters. Lead the children to tell all they know about each object represented by the pictures, as in previous lessons.

Review the words taught in the Fifth Lesson, with those of the present, or Seventh Lesson, upon the black board.

EIGHTH LESSON IN READING WORDS.

Teach the words **top, lock** and **watch,** by sight, by sound, and by letters. Also review the words of the Seventh and Eighth lessons, together, on the black board.

It would be well to supply each child with a slate and pencil, and allow it to copy the words on the slate. This exercise will be found exceedingly valuable in ungraded schools, where the same teacher has the charge of several classes, and finds it desirable to furnish occupation for the pupils not engaged in reciting lessons.

NINTH LESSON IN READING WORDS.

Teach the words **mug, tub** and **jug,** by sight, by sound, and letters, as in previous lessons.

Also review the words of the seventh, eighth, and ninth lessons together, on the black board. Let

the pupils rub out words named by the teacher, or the pupils; also spell words after the teacher has rubbed them off the black board.

TENTH LESSON IN READING WORDS.

Teach the words **gun, drum** and **urn,** by sight, by sound, and by letters.

The words of the eighth, ninth and tenth lessons may be reviewed together, on the Chart, and by printing the words on the black board, and proceeding as previously described.

ELEVENTH LESSON IN READING WORDS.

Review all the words that have been taught, for the eleventh lesson. First review them on the Chart, by sight, and by sound; then on the black board, by sight, by sound, and by letters.

Print the words having the same vowel sound in the same column, as follows:

Cat	**Hen**	**Fish**	**Top**	**Mug**
Rat	**Nest**	**Ship**	**Lock**	**Tub**
Hat	**Egg**	**Pink**	**Watch**	**Jug**
Ax				**Gun**
Fan				**Drum**
Flag				**Urn.**

Reviews.—Every *fifth* lesson should be a general review; and every lesson ought to review something previously learned.

Continue these Lessons.—For additional lessons continue the exercises, in the manner already described, till all the words represented by the pictures have been taught.

READING SENTENCES.

When the pupils have learned the fifty words which are represented by pictures, so that they can pronounce them at sight, without seeing the pictures on the Chart, and can read them from the blackboard, the teacher may introduce the same words in phrases and sentences.

FIRST LESSON IN SENTENCES.

After adjusting the Chart so as to bring before the opening the line containing the words **see the rat; my hen;** the teacher may show, first, the *picture of a rat*, at the same time requesting the pupils to tell what they see. Then the teacher may move the slide so as to show the words **the rat,** and pointing at the words, say, "the rat." The pupils may now be told that the *new* word is "the."

When they readily recognize this word, and say 'the *rat*,—placing the emphasis on the word *rat*,—the teacher may move the slide so as to show the word **see,** and then say "*see* the *rat*," at the same time pointing at each word. When the pupils can recognize these words readily from the Chart, and from the blackboard, they may be taught to read them naturally, placing emphasis on the words *see* and *rat*.

The slides may now be closed so as to show only the word **see,** and the pupils required to read it; then moving the slide so as to show the words **see the,** let the pupils read them. Next move the slide so as to show the words **see the rat,** also the picture of the rat, and require the pupils to read this phrase with a natural expression.

Now the pupils may be questioned about the lesson, somewhat as follows: What does this first word tell you to do? "See," may be the answer. Showing the three words, ask, What do these words tell you to *see?*

Can *this* rat run?

"No, it is only the *picture* of a rat." What can a real rat do? How many feet has the rat? Can you see anything else in this picture?

"The rat's tail, body, head, ears, and nose."

The pupils should also be taught to spell each

word in the lesson; and the following phrases may be printed on the black board, and the pupils taught to read them;—"*See the rat; See the hen; See my hen;*" etc.

SECOND LESSON IN SENTENCES.

Open the slides so as to show the picture of the cat with the words, **old cat.** Tell the pupils to say "old cat;" then point to the word **old** and tell them the name of the word, and let them speak each word as it is pointed at, as **cat, old, old, cat, old cat.**

The teacher may now print the words, "*see the old cat,*" on the black board, and let the pupils first pronounce each word at sight, out of order, as, *cat, the, old, see;* then read them, "See the old cat."

Next, the words "*See my cat,*" may be printed on the black board, and read in the same way. Other sentences may also be printed and read in a similar manner, as, "*See the old rat;* "*See my old cat;*" *See my old hen.*"

Afterward the teacher may move the slides so as to show the words **black bear.** The pupils may then be asked, What is the color of this bear? "Black." I will now show you the word *black,* at the same time pointing to the word. What is the other word? "Bear." Now who will point to the word *bear?* James may come and show us the

word. Who will point to the word *black*? Edward may.

Who can point to the word that tells the *color* of this bear? Who can find the word that is the *name* of this black animal?

The words *black bear; the old black bear; see the black bear*, may be printed on the blackboard, and the pupils may pronounce all the words at sight, as pointed at, out of order; then read the sentences in a natural or conversational style.

A conversation may also be had about the bear; and the words should be spelled orally, and printed on slates, by the pupils.

The *sounds* of the letters should be continued with the new words, so as to aid in learning their pronunciation, and to give flexibility to the organs of speech.

THIRD LESSON IN SENTENCES.

After adjusting the Chart and opening the slides so as to show the words **see my new drum**, let the pupils read the words which they already know, as "see my drum." The teacher may now ask them which they would rather have, an *old* drum, or a *new* one. The reply would probably be "a *new* drum."

Do you see the word *old*? One of the words

which you see is **new.** Can any one of you find the word **new?** After this word has been pointed out, and all the words read at sight, the pupils may read: "See my *new* drum,"—placing emphasis on the word *new.*

Several sentences may now be printed on the blackboard, as "*See the new drum;*" "*See the old drum;*" "*See my new drum;*" and the pupils taught to read them in a natural manner.

A conversation may also be had about drums, asking who use them; why they use them, etc.

All the words in each lesson should be spelled orally by the pupils; and they should learn to print them on slates as soon as possible. In case of ungraded schools, the pupils might copy the words while the teacher is attending to other classes.

FOURTH LESSON IN SENTENCES.

Adjust the Chart and open the slides so as to show the words **the cow,** then let the pupils read them. The teacher may now ask what the cow gives that children like to drink. Very well; now you may say *the cow gives milk.* What does the cow *give?* "Milk." What gives milk? "The cow." What does the cow do? "Gives milk."

The teacher may say—I will show you the word *gives,* at the same time pointing to it. Let the pu-

pils now read "*the cow gives.*" What does the cow give? "Milk." I will show you the word *milk.* Then let the pupils read — **the cow gives milk.**

The word **us** may now be shown, and the sentence read with this word, thus, **the cow gives us milk.**

The teacher may next print on the blackboard the following sentences: "*The cow gives us milk; the old cow gives milk; See, my cow gives milk;*" and the pupils may read each in a conversational tone of voice.

The words should be spelled, and printed by the pupils on their slates.

FIFTH LESSON IN SENTENCES.

Adjust the Chart and open the slides so as to show the picture of a horse, also the words **a horse.** When the pupils have read these words, the teacher may ask, What can a man do on a horse?

"Ride."

Now you may see the words, **ride on a horse,**—the teacher may add, at the same time moving the slides so as to allow these words to be seen; also pointing at each word and pronouncing it.

When the pupils can point at each word, readily, as it is named, and pronounce each one as it is pointed at, and also read this sentence properly, the slides may be moved so as to present the sentence—**can you ride on a horse?**

Each word may now be pointed at and pronounced by the teacher; and when the *pupils* can readily point at each word as it is named, and pronounce it as it is pointed at, they may be taught to read the sentence so as to ask the question in a proper manner.

Several sentences may be printed on the blackboard, as—"*See my horse; See the old horse; can you ride on the old horse? can you ride on my horse?*" The pupils should be taught to read each in a conversational style; also to spell the words.

At this stage it would be well to see how many of the letters the pupils have learned, by showing them in their *order* on the Chart.

SIXTH LESSON IN SENTENCES.

Adjust the Chart and move the slides so as to show the words—**a cat can catch a rat;** then ask the children what a cat can do when it sees a rat near it.

"Catch it," may be the answer of some pupil.

Can a dog *catch* a rat?

Now show the word **catch**, and then point at each word and let the pupils pronounce it, thus: *catch, rat, can, cat, catch, can,* etc. Next let them read the sentence—*A cat can catch a rat.*

Move the slides so as to show only the words **can catch a rat**; then ask *what* can catch a rat? Let one of the pupils now move the slide so as to show the additional words **a cat**, and thus answer the foregoing question.

When the pupils know all of these words by sight, by sound, and by letters, and can read the sentences in a natural manner, another sentence may be given them.

Arrange the Chart and Slides so as to show the words—**the dog can.** Then ask the children what a dog can do. When they have answered *bark, bite, run,* etc., move the slide and show the word **bark.** Now let them read, *The dog can bark.* Next move the slide and show the word **bite**, and then let them read—*The dog can bark and bite.*

The teacher may now print on the black board the following sentences:

A cat can catch a rat.
The dog can catch a rat.
The cat bite a rat.

The dog can bark. Can a cat bark?

The pupils may be taught to read these sentences, and spell the words.

SEVENTH LESSON IN SENTENCES.

Adjust the Chart and slides so as to show the words **a horse can;** and when the children have read these words, ask them what a horse can do? After they have answered, *walk, trot, run, eat, draw*, etc. move the slides so as to show the word **walk;** and let the pupils read, *A horse can walk.*

Next move the slide so as to show the words **trot and run.** Tell the pupils which are the words **trot, and, run,** then let them read the sentence, *A horse can walk, trot, and run.*

Arrange the Chart and slides so as to show the words, **the horse can draw;** and when the pupils have read *the horse can*, point to the word *draw*, telling them what it is; then let them read the sentence, *The horse can draw.* Afterward ask, *what* can a horse draw? Some one will answer, "a wagon." Then show the word **wagon,** and let the pupils read *The horse can draw a wagon*

Next move the slide so as to show only the words, **can draw a wagon,** and ask, *What* can draw a wagon? Then let one of the pupils move

the slide so as to show the words **The horse,** and thus answer the question. Afterward each pupil may read the sentence, *The horse can draw a wagon,* and also spell the words.

The teacher may again arrange the slides so as to show the words, **the horse can,** and and as the pupils tell what the horse can do, the sentences may be written on the blackboard, as follows:

The horse can draw a wagon.
The horse can trot and run.
A horse can walk.
The horse can eat and drink.
The horse can draw a cart.

Each of these sentences may be read by the pupils in a natural tone of voice; and the words spelled.

EIGHTH LESSON IN SENTENCES.

Arrange the Chart and slides so as to show the words **a kite,** and when the pupils have read these, ask what boys do with a kite. Some one will answer, "fly it."

The teacher may then show the words **fly a kite,** and when the pupils have read it, ask, *who* fly a kite? Do boys like to fly a kite?

The pupils may now be taught to read the sentence, **Boys like to fly a kite.**

After talking with the pupils about playing ball, the Chart and slides may be so adjusted as to show the words—**see my ball. I can roll it.** When the pupils have learned to read these sentences properly, arrange the Chart so as to show the sentence, **Can you play with a ball?**

After the pupils have read all the words they know in this sentence, as, *can you—a ball*, ask, What can you do with a ball? They may now be shown the words **play with,** and then taught to read the sentence, **can you play with a ball?**

The teacher may next print on the blackboard, the following, or similar sentences, using words already learned, and require the pupils to read them. *See my kite. See my new ball. I can roll it. Boys like to play with a ball. Can you play with a ball? Can you fly a kite? Do girls like to fly a kite?*

SUGGESTIONS FOR OTHER LESSONS.

The Lessons in reading Sentences may be continued in a similar manner until all the sentences on the Chart have been read, both from the Chart and from the blackboard.

Special care should be taken to have the pupils learn the printed words as signs of the spoken

words, and of the objects,qualities, and actions which they symbolize, and to associate the printed word with its meaning as used.

In the sentence, **How old are you? I am** ———, let each pupil answer by giving its own age, as "I am 6 years old."

When all the sentences on the Chart have been read, similar lessons may be continued from the black board, employing not only the words already learned, but new ones that are familiar to the pupils by use in conversation.

In all reading lessons, whether from the Chart, black board, or from books, *the ideas* which the words represent should receive the *first* attention; and special care be taken to train the pupils to read with distinctness of enunciation, in an easy conversational tone of voice.

What Teachers Say of its Use.

From the Principal of the Model Primary School, under the direction of the Normal College, New York City.

To Mr. Jeffers—

Dear Sir:

Having used your Panoramic Reading Apparatus, I take much pleasure in recommending it to all teachers engaged in Primary work. It combines real amusement with instruction, thus rendering it very pleasing to the *little ones*. A portion of the lesson being concealed, their curiosity is excited, their attention gained, and all are eager to *see* what will be presented next.

The pictures are of unquestionable value, as they prepare the mind to receive the names of the objects represented, which can so readily be shown by moving the slide; thus saving much time and labor which the teacher must otherwise devote to drawing and printing.

Its novelty, also, adds materially to its value.

These are only a few of its many advantages, as every teacher will find who gives it a faithful trial.

Very respectfully,

Martha L. Doake,

Principal of the Model Primary School,

New York, July 18, 1871.

From the Principal of the Primary Department of School No. 14, New York.

MR. JEFFERS—

Dear Sir:

Allow me to return many thanks to you for the use of the Panoramic Reading Apparatus. Although I have used it a very short time, still I am thoroughly convinced of its peculiarly excellent adaptation to its intended purpose.

Yours respectfully,

KATE H. MYERS,

Principal of Primary Department, School No. 14.

New York, July 20th, 1871.

Egbert, Crawford & King, 358 Pearl st., N. Y.

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